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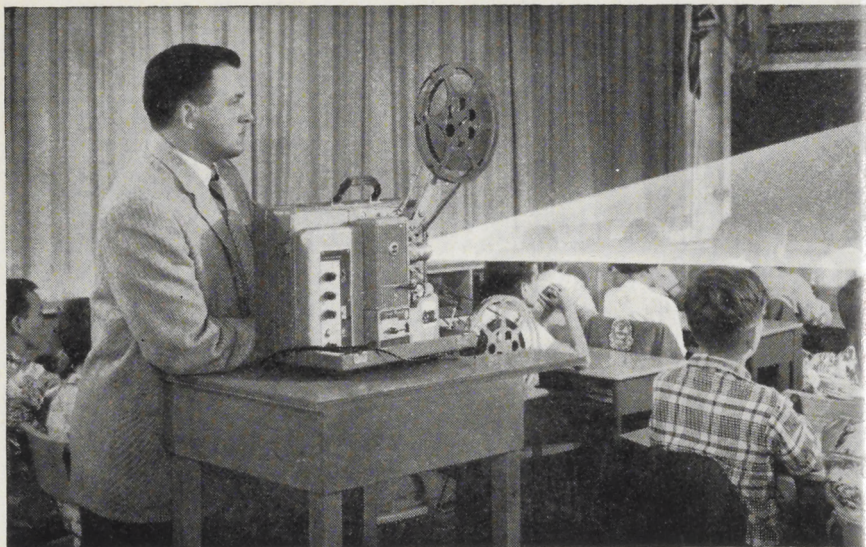
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the **ATA**
magazine

NOVEMBER, 1959





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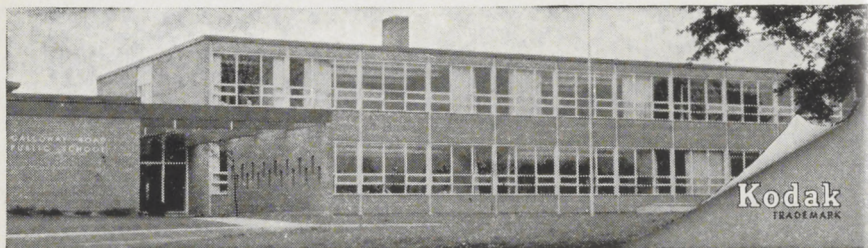
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THE MONTH'S COVER STORY

Here's a picture full of interest for the hunting enthusiasts among us—a familiar sight in Alberta fields during these crisp November days. We wish the man good fun—and luck in his hunting!



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THE ATA MAGAZINE

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November, 1959

the **ATA** magazine

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Training or Education?

A famous scientist at the Massachusetts Institute of Technology charges that the modern educational systems of North America are producing instructed men, but not educated men. Schools and universities alike, he believes, are addicted to a curious sequence of prepared talks and prepared questions. Our schools, he charges, offer manipulative programs in physical sciences which consist of lectures on theories and processes often obsolete before publication of the textbook. Too many teachers, he feels, consider that education consists of stuffing the student's mind full of every conceivable scrap of information in preparation for the periodic regurgitation required by tests and examinations.

No one would question seriously the importance of the distinction between education and training. We would all like to believe that the complaints of the scientist are not applicable to Alberta schools and Alberta teachers. But we cannot be sure.

Education is much more than providing the student with a storehouse of information from which he can draw when he is periodically subjected to testing. Education is almost a way of life. It is an attitude towards people and things. A man is educated when his schooling has provoked in him the impulse towards original thinking—if he not only learns to answer questions but also to ask them. The questioning mind is educating itself.

The art of teaching for education and not for training is a difficult and complex task. It is far more comfortable to think of the job of teaching as one which requires pounding facts into the heads of students. Lessons can then be prepared in compact bundles to be delivered to the pupil, who has as his sole responsibility the task of memorizing for the ultimate day of judgment.

The business of testing is much easier too. The hurdle to the next course or grade can be passed if the student has remembered enough of what has been jammed into his conscious mind over a period of time.

Much more difficult and unsettling is the type of teaching which assumes that education is a two-way street. In this type, the student, as well as the teacher, questions. And the student learns never to accept as facts the statements and opinions he hears and reads unless he has found answers to the 'why's' that come to his mind. The educated mind is a curious mind.

When we think about the enormous rate at which we have been adding to the store of the world's knowledge, when we think of the accumulation of historical events, and progress in technological fields and social concepts, we must surely have reason to stop to ponder just what we should expect to teach by way of subject matter in our courses. People can no longer know everything there is to know, but there are occasions when we might wonder whether educators accept such limitations.

Thousands upon thousands of our young people continue to enter school and to pass through systems as rigidly regimented as the military. They expect to be told, to listen. Their concept of school consists of listening to lectures, writing notes, and waiting passively to proceed to the examination bar. In the crash of scooping up enough of what they hear and read they have no time to keep asking the 'why'. If they do have the spirit of inquiry and of creative effort, the lock step of the system can seldom be adjusted to provide them with opportunity to attempt self-education. And so, more and more, our schools become training institutions and our universities concentrate more and more on producing specialists.

In this age characterized by mechanization, overproduction, and ruthless competition, there is insistent and compelling pressure to produce the trained mind. We are so concerned with learning to make a living that we have almost completely lost sight of the business of education.

The Canadian Teachers' Federation

S. C. T. CLARKE

VIRTUALLY every teacher in the Province of Alberta is, in a sense, a member of the Canadian Teachers' Federation. Membership in The Alberta Teachers' Association provides this since our association is one of the affiliates of the Federation. Each year, we pay \$1.25 per teacher, or some \$13,000, to the Canadian Teachers' Federation in fees. Many teachers, however, do not know what the Canadian Teachers' Federation is nor what it does.

As the name suggests, the Canadian Teachers' Federation is a body composed of teachers' organizations in Canada. In a sense, it is an organization of teacher organizations. As such, its chief function is the exchange of information among member organizations, the provision of services which can be done more efficiently than by the individual teacher affiliates, and the representation of education on the national level. Each of these in itself is a vague and ill-defined area and can perhaps best be sharpened by illustrations.

The research division of the Canadian Teachers' Federation illustrates a service which can be provided more efficiently from one centre than by each teacher organization working separately. A re-

cent example of the excellent work produced by the division is Research Study No. 3, *Legal Liability of School Boards and Teachers for School Accidents*. The October and current issues of *The ATA Magazine* contain articles by Miss Geraldine Channon summarizing some of the major findings of this study. School administrators, and teachers in the various provincial organizations, are being well served by such research information.

A second example of services provided more economically by the CTF research division than by each teacher organization is the CTF Information Note. These appear periodically and cover many different topics. The latest note received was "A Comparison of Salaries of Engineers, Scientists, and Teachers". This particular note is fifteen mimeographed pages and provides for each teacher organization an essential bit of data to be used in thinking about teachers' salaries. Naturally, such notes are sent directly to the teacher organizations. Another information note dealt with "Entrance to University and Teacher Training Institutions" and presented cross-Canada data on this interesting topic as well as giving a thoughtful discussion of the data presented. This note was nine mimeographed pages.

A third example of services of the CTF research division is in compiling and cataloguing information on topics of concern to affiliated teacher organizations and making it available on request.

This article was prepared by Dr. Clarke, at the request of the Executive Council, for the information of members of The Alberta Teachers' Association. At the present time the role of the Canadian Teachers' Federation in Canadian education is being considered by every teacher organization. The Executive Council believes that Alberta teachers will be interested in the present activities and the proposed functions of the Canadian Teachers' Federation.

Most recently, we sent to the Canadian Teachers' Federation for information on equalization grants. Prior to that, we asked for information on teacher aides. In each instance the material supplied was indeed valuable.

It should be clear from the examples given above that the research division of the Canadian Teachers' Federation can provide efficient and economical service to all teacher organizations in the ways outlined. This is a service aspect of the function of the Canadian Teachers' Federation.

An example of an exchange of information was the public relations seminar organized by the Federation this spring. Representatives from the teacher organizations were invited to Ottawa for a two-day conference, which not only provided an opportunity for the exchange of ideas and the discussion of problems but was also stimulated by talks by persons from the press and public relations. This particular conference was highly successful and indicates the exchange of information function of the Canadian Teachers' Federation.

The third function is more nebulous and more contentious. Provincial concern about jurisdiction over education is great enough so that, at least in some areas, it is thought better to have no organization able to speak for Canadian education. Perhaps this is as it should be, but some organization there must be to represent Canada on international education bodies and to receive visitors to

Canada interested in Canadian education. Perhaps there should be some organization able to speak to the press for Canadian education on matters of common agreement among the provincial teacher organizations. Certainly the public relations value of the latter function is very obvious. Again, insofar as federal legislation affects teachers, it is most appropriate that some national organization be there to speak for teachers. Specifically, who makes representations to the federal government that costs of refresher courses be deductible for income tax purposes? A more contentious matter is that of a national magazine of the quality of *Phi Delta Kappan*. It may be contentious because those sensitive to provincial rights do not believe any national organization should be operating in education, since subscriptions would have to be to individual teachers. Contentious or not, there is a need for such a magazine and, sooner or later, it will be filled by some organization.

The foregoing sketch of some of the actual activities of the Canadian Teachers' Federation has perhaps indicated that there is no clear agreement as to the nature and function of the Federation. For this reason, your Executive Council authorized the past presidents, whose picture appears elsewhere in this issue, to study the matter of these functions. Their conclusions were presented to the Executive Council and were approved by that body as follows—

I—Preamble

It is recognized that the Canadian Teachers' Federation is a body made up of provincial teachers' organizations. As a federation, its dealings are with affiliated teachers' organizations in the provinces of Canada rather than with the teachers who are members of these organizations. As a federation, it has no legislative, executive, or judicial powers with respect to affiliates.

II—Major Functions

The major function of the Canadian Teachers' Federation is to provide service to its affiliates in matters which would tend to avoid duplication of effort and improve effectiveness of service, such as:

- (1) by providing information and compilations and analyses of available data which would serve the member teachers' organizations in such matters as educational finance, retirement, teacher economics, merit pay, and teacher aides;
- (2) by facilitating the organization and conducting of institutes, conferences, and seminars that would assist the administration in provincial organizations by bringing together for exchange of ideas and stimulation of leadership personnel from provincial teachers' organizations in such matters as:
 - (a) curriculum in its broadest sense,
 - (b) magazines and publications,
 - (c) administration of provincial teachers' organizations,
 - (d) teacher tenure,
 - (e) retirement provisions,
 - (f) public relations,
 - (g) special services of teacher organizations, and
 - (h) teacher economics;
- (3) by providing field service to provincial member teachers' organizations by consultants who are full or part time CTF employees specialized in such areas as:
 - (a) educational finance,
 - (b) retirement schemes,
 - (c) publicity and public relations, and
 - (d) action research;
- (4) by providing basic research studies or the gathering of new information in areas where national effort is most effective, such as:
 - (a) effectiveness of teacher preparation,
 - (b) use of radio and television,
 - (c) legal provisions which affect the school,
 - (d) teacher economics—salaries, sick leave, group insurance, etc.;
- (5) by encouraging the development of special interest groups among teachers such as councils of English teachers, or social studies, or science, or mathematics, or art, or physical education teachers, by facilitating the organization and conducting of national conferences and the publication of national journals.

III—Minor Functions

The minor function of the Canadian Teachers' Federation is to provide teacher representation (in the national and international spheres) on matters of common agreement among the provincial teacher organizations, by

- (1) providing leadership in areas of current national interest, such as:
 - (a) education week,
 - (b) the Canadian Conference on Education,
 - (c) briefs and resolutions to the federal government (e.g., on income tax);
- (2) providing teachers with a national voice and national representation with respect to other organizations, such as:
 - (a) Canadian Education Association,
 - (b) Canadian Conference on Education,
 - (c) National Advisory Council on Education Research,
 - (d) Unesco Commission on Education;
- (3) providing teachers with representation on international bodies and at international conferences such as the World Confederation of Organizations of the Teaching Profession;
- (4) continuing to give general support to the Canadian College of Teachers.

As seen from Alberta, before the Canada-wide conference called to consider the problem, these are the functions of the Canadian Teachers' Federation. No doubt the meeting at Montebello, Quebec will develop a list which differs from the above. It is to be hoped that the functions can be delineated and agreed upon by the member teacher organizations.

It should not be thought that in any short article all of the activities of the Canadian Teachers' Federation can be described. One of its committees under Miss Sybil Shack of Manitoba has been studying and is continuing to study educational television. Another committee worked on a revision of CTF policy on educational finance. The report of this committee illustrates the kind of leadership which the Federation can provide. The committee's major recommendation (as adopted by the CTF conference) are worth quoting in full.

BE IT RESOLVED,

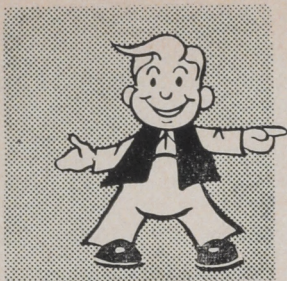
- (a) that Canada needs to increase substantially its expenditure per pupil for education;
- (b) that local authorities must be brought to recognize investment in education as an essential community effort to be given maximum possible support from local resources;
- (c) that provincial authorities should recognize the financial problems of local authorities by furnishing liberal direct grants in support of education;

- (d) that the federal government has a responsibility to participate in the financing of education either directly by earmarked grants or indirectly through assuring the provinces of adequate resources, or both.

BE IT RESOLVED, that action by the Canadian Teachers' Federation in support of the principles enunciated above should include the production of attractive, readable, distinctive pamphlets designed to substantiate the Federation's allegation that greater educational expenditure is needed. Specific themes for such pamphlets could include the following:

- (a) Education is essential. The need is becoming greater and hence more money needs to be spent. (In other words, education is a good thing.)
- (b) Educational systems have certain shortcomings. Some of these can be overcome by study, by personnel, etcetera, but others require the expenditure of more funds. To correct these deficiencies (e.g., overloading classrooms), a greater total expenditure for education is advocated.
- (c) Local authorities have not reached the limit of their ability to support education. (This could be followed by an outline of what local authorities could do, stressing the point that local authorities ought to be jealous of their authority and control.)
- (d) Basic principles of provincial grant schemes.
- (e) Federal responsibility and the problems connected with discharging it.

The Canadian Teachers' Federation is supporting and helping teacher organizations in Canada. The money forwarded on your behalf by The Alberta Teachers' Association to the Federation promotes the cause of education and of teachers in Canada. While there is still disagreement about CTF functions, the great need is that the functions outlined in this article be performed.



LTCHP

By

SOME TEACHERS AT LTCHS

This article on the Lindsay Thurber Composite High School in Red Deer was initially prepared by a staff member, C. H. Campbell. However, the principal and many of the LTCHS teachers had a hand in it, so that it can properly be said to be the work of the school staff.

TWELVE years ago in Red Deer, an experiment in educational organization began, like many educational experiments, without fanfare — without creating a ripple on the educational millpond. In 1947, the Lindsay Thurber Composite High School, or the “Comp” as it is known in Red Deer and in many localities throughout the province, was conceived and organized by Dr. Lindsay Thurber.

This high school is unique¹ in at least three respects. It is a composite school, the only high school outside of the larger cities which offers instruction in over 60 subjects. It depends for about a third of its students upon a dormitory run by the divisional board, which owns and directs the school. Thirdly, it instituted and has retained, after the initial period, the semester system².

The composite idea needs little explanation nowadays. But 12 years ago the thought of offering in one school over 60 high school courses designed to serve all students, not just the academically talented, was strange — stranger because there were no facilities in Red Deer for such a school. The school board of the Red Deer School Division No. 35 was the first divisional board to provide, and remains one of the few to maintain,

¹ “The Herald Magazine”. *The Calgary Herald*, January 31, 1959, p.1: “There is nothing like it [the Composite] anywhere else in Canada. Indeed, this unique institution has no counterpart on this continent at all.”

² For two years the composite operated on the ten-month plan.

Points the Way

unit shops in woodwork, automotives, electricity, metalwork, and agriculture. Along with home economics and the commercial courses, the school has regularly provided fully qualified instruction in and facilities for about 30 non-academic options. Nor are these paper options: they are offered every year and freely chosen by the students in one semester or another. Further, the options are not soft courses, for the saleable skills acquired in the technical and commercial subjects have enabled many students to secure immediate employment upon graduation.

Whenever the composite students show a sufficient desire for a new course (German 20 and 30 lately), it is put on the timetable. By the same token, if an option receives little favor with the students (music currently has declined in popularity), it is removed from the timetable until it is again demanded. Of course, careful counseling in the choice of subjects and courses, at the beginning of high school and through the succeeding years, has always been recognized at LTCHS, and its importance is currently being emphasized.

As busing (or vanning) was, in 1947, a relatively new idea, and, as the composite plan called for a minimum of 500 students, a dormitory became, and has continued to be, a necessity. Inadequate as the converted army huts have been, the Red Deer dorms have served in winter and in summer. They have provided adequate though not elaborate service to thousands of students

at a moderate \$30 per month³. As centers of communal life and socialization for many rural and urban students, they have rendered invaluable service. Without them thousands of students in regular semesters and in special summer sessions would have been much less adequately educated.

The third principle was the most original to a Canadian school. To enable farm students to obtain a high school education at no disadvantage compared with city students, semesters of three and one-third months were inaugurated soon after the school commenced operation. In a semester a student takes two or two and one-half subjects (10 to 13 credits), and writes finals (departmentals or non-examination tests) at the end of each semester. The class periods are two hours daily for a five-credit subject one hour daily for a three-credit subject. Students therefore can obtain the same number of credits and receive the same amount of instructional time as in other forms of school organization.

The advantages of this pattern over the regular ten-month system became increasingly evident to students other than farm young people: seasonal workers, students with matriculation or graduation deficiencies soon took advantage of the semesters to earn and learn. Many adults, older students, and pupils from remote parts of Alberta, as well as

³ The monthly rate has been in the \$25 range; now it is slightly higher than \$30 per month.

students who found the regular school organization over-prescriptive, came to the composite. Few of these students, if we are to believe their own declarations, have failed to benefit from the variety of courses, the concentration of work, the élan of the school, the calibre of the instruction, and the advantages of communal living.

To these less tangible benefits might be added the high academic achievement attained by composite students who have chosen the matriculation pattern and have gone on to notable success at university. From the very beginning, the school strove for a good pass-and-fail average. In the first two years, before the three-semester system was used, the Grade XII passes on departmental exams varied from 51 percent to 82 percent with an average of 66 percent. After the new departure was established, the percentage pass rose to an average of 78 percent and that record, against 60 percent for the province as a whole, has been maintained. Of the 10,511 departmental examinations written in the ten years under the semester plan, 7,995 or 76 percent have been graded B or better.

Along with this satisfying record, the composite has consistently maintained a high retention of its students. High schools of this area have discovered that 58 percent of the students drop out before they complete Grade XII⁴. The composite loses only 35 percent of its students, according to evidence presented recently to the Cameron Royal Commission⁵. In a study of academic achievement begun a few years ago, 51.6 percent of divisional students had completed Grade XII in three years; a higher percentage gained full Grade XII in longer than three years. Of the total enrolment of Grade X Red Deer City students in 1954, some 72 in number, 65.4 percent had completed Grade XII in three years; 73.4 percent had completed high school in three and a third years⁶. These figures all go to show that the composite holds most of its students until they graduate successfully.



The three principles—wide choice of subjects, semesters, dormitories—have now passed the experimental stages and have taken on the aspect of essentials. Moreover, the board, the community, the students, and the teachers have come to regard them, in their integrated form, as an ideal. A recent survey of the staff “showed overwhelming support for the continuance of the high school in its present composite basis. The majority [of the teachers] favored the type of school in which technical and commercial students were equally important with those taking matriculation and in which the abilities and interests of all pupils were catered for.”

A survey of student opinion conducted by a Psychology 20 class under the direction of the instructor, L. Pollock, showed that 84.8 percent of 654 student replies favored the three-semester system, 11.9 percent wanted to try a two-term year, and 3.3 percent favored a ten-month term⁸. An earlier survey (1956) showed that, though the composite has never

4 The Alberta Journal of Educational Research, Volume IV, No. 4, December, 1958, p.213.

5 This number is obtained from the figures presented below: an average of divisional and city retention.

6 No allowance was made for removals from the locality in the period under consideration.

7 The Red Deer Advocate, January 31, 1958.

8 The Red Deer Advocate, February 28, 1958.

advertised for students, its fame was then spreading, largely through the recommendations of its graduates. They favored "the three-term system, reasonable accommodation, quality of teaching."⁹

The Cameron Commission, sitting in Red Deer in 1958, requested information on the parents' reaction to the composite type of school and the three-semester system. Votes favoring this type of school organization ranged down from 84 percent in parts of the city, and from 90 percent in the division, and averaged 87 percent in favor. In the same questionnaire, only 3.7 percent of the parents wanted a purely academic school for their children; 70 percent wanted the composite¹⁰.

These studies and surveys have all produced evidence that the composite—a 32-teacher high school offering over 60 courses and now enrolling over 900 students annually—is no longer an experiment, but an outstanding success. In contrast, many of the high schools of Alberta do not offer the facilities and cannot hope for the success of the composite. According to Dr. T. C. Byrne, chief superintendent of schools, 13.26 percent of Alberta students attend sub-standard high schools (less than one teacher per high school grade), 23.54 percent attend small high schools (enrolment up to 99), and 14.62 percent attend schools where the enrolment is less than 200¹¹, and the graduating class presumably less than 50. In other words, over half the high school students of Alberta are being taught in relatively small high schools which are limited in the program they offer. The present trend toward centralization, the advent of more reliable transportation, the demand for

many courses, and the notable success of the Red Deer composite, all suggest to us here that the principles and the practices that have led to success in Red Deer might be extended much more widely in the province.

In fact, such a type of high school organization (the comprehensive school) is strongly recommended by J. B. Conant in his recent study *The American High School Today*. Of his 21 recommendations the LTCHS meets, in part or in whole, 14; and, more important, four or five of these can be met by very few schools in the province. For instance, his second recommendation, "Individualized Programs", can only be attained when a school has distinct commercial, technical, general, and matriculation patterns. Recommendation 7, "Diversified Programs for the Development of Marketable Skills", is possible only to a very limited extent unless a school operates unit shops and a full commercial program. Similarly, with regard to the organization of the school day, Dr. Conant's recommendation 12: while a "six-period day places the elective programs in a straight jacket",¹² the composite semester arrangement allows the widest choice of electives. Recommendations 17, (summer school), and 1 (counseling) are met in part, and recommendation 16 (developmental reading) is presently being instituted. Other recommendations, such as 4 (ability grouping), 8 (consideration for the very slow readers), 9 and 10 (programs for the academically talented and the highly gifted), and 18 (foreign languages), and others, could be inaugurated whenever they are felt to be desirable, because the school has a sufficient body of students.

Conant found that only eight of the twenty-two schools he studied in the United States met his requirements in a completely satisfactory manner. The composite might be said to meet, as nearly as any school in Canada, Conant's ideal. At least it seems to meet exactly his "three main objectives of a comprehensive high school . . . first, to provide a general education for all the future

⁹ Ibid.

¹⁰ The Calgary Herald, June 19, 1958, and the Red Deer Advocate, June 15, 1958.

¹¹ Andrews, J. H. M. and Brown, A.F. *Composite High Schools in Canada*, p.65.

¹² Conant, J. B. *The American High School Today*, p.65.

citizens; second, to provide good elective programs for those who wish to use their acquired skills immediately on graduation; third, to provide satisfactory programs for those whose vocations will depend on their subsequent education in a college or university."¹³

A further special feature of the LTCHS is worth noting, though it is not fundamental to its operation. In fact, the school has fallen into this unique pattern: it operates a full twelve months every year. As the school normally operates for three semesters, which might more logically be called quarters, it was natural to institute a fourth quarter during the summer. As early as 1946 the (former) Department of Economic Affairs used the facilities at Red Deer for its Recreational Training Program, and every year since, the interest in this program has increased. After a summer school was organized by the Department of Education in 1951, over 150 students have attended annually. Under the direction of W. B. Dawe and a competent staff of teachers recruited from across the province, they have achieved an average pass on the supplementals of about 80 percent. It can be seen, therefore, that the dormitories, the kitchen, the grounds, and the classrooms are in constant use.

Some objective data has been presented above to prove that the composite idea is feasible in a city where the resident high school population is small. Until recently, it was less than 300 in Red Deer. By the use of dormitories and semesters the success of a composite school in a small city is assured, judging from the example of LTCHS.

Furthermore, less tangible, though no less worthwhile, benefits of such school organization can be mentioned.

The "Comp" has, at least until recently, capitalized upon a spirit found frequently in a new or unique organization. Before the new building was erected, both teachers and pupils felt that they

were pioneers, roughing it in temporary quarters and making the best of available facilities. Furthermore, the school was felt to be an experiment, which could collapse if anyone failed to do his best. As the experimental stage passed and has been succeeded by a belief that improvements and innovations can be effected and the whole idea extended to other areas, the feeling continues that success depends upon results. And these results are always steps toward a goal, never ends in themselves.

In the same way, the short time between the beginning and the end of a semester creates a sense of urgency. Concentration on the essentials, utilization of every minute, intolerance of inefficiency and dawdling constantly characterize everything about the composite high school. In recent years, the timetable is complete six months or more in advance; the opening day of a semester is a teaching day; everything is running smoothly in two or three days; and in a week teachers know most of their students. Few absences are permitted or experienced; only one repetition of a course is allowed; and, though some students drop subjects during a semester, few Grade XII pupils indulge in the luxury of timetable changes.

The long classes have been the subject of some consideration and investigation. Almost all schools on the continent divide the school day into six, seven, or eight thirty to forty-five minute periods. The composite day is most commonly made up of three periods: a two-hour class, a one-hour class, and another two-hour class. The advantage, of course, of a two-hour period of instruction is quite obvious in the case of shop and home economics. But an additional advantage occurs in the academic and the exploratory subjects. A variety of activities can be undertaken: a review of previous work, a lecture (or presentation of new work), exercises with individual instruction and correction, activity or group work, library or laboratory, study period assignment, concluding review. Almost

(Continued on Page 27)

13 Ibid. p.17.

Teacher Liability

In this article, the second of two concerning teacher liability, Miss Channon of the research division of the Canadian Teachers' Federation discusses the procedures teachers should use in case of accident and the protection they have if charged with negligence. Her first article was published in the October issue.

WHAT procedures should I follow if an accident does occur?" They are twofold. Long before any accident has actually happened, the school should be prepared for such an eventuality. This preparation consists in keeping up-to-date records on each pupil which should include the following information—home and business phone numbers of parents, or the name and phone number of a neighbor if the parents do not have a phone, —name and phone number of the family doctor, —notes on any special problems, such as epilepsy, diabetes, or anti-tetanus allergies, that the child may have. It would also be worthwhile to keep on hand the names of several doctors who may be summoned in an emergency and the address and phone number of the nearest hospital.

After an accident has occurred, the proper procedure is to summon the school nurse or doctor at once. This action immediately places responsibility for treatment on the appropriate person.

GERALDINE L. CHANNON

However, if medical help is not readily available, the teacher is placed in a much more difficult position. In this instance, the action he takes must be to a large extent dependent upon the nature of the injury. If immediate treatment is not indicated, then the teacher, whatever good intentions he may have, should refrain from attempting to give first aid, and should await the arrival of competent medical help, for, if he treats the child and leaves him in worse condition, he may find himself open to charges of negligence. In one oft-quoted case in the United States, two teachers held a boy's inflamed hand in water that was too hot. The teachers were held to have been negligent, because emergency treatment was not indicated and because they had no medical training.

However, if immediate treatment is indicated, then the teacher is obligated by his relationship with the child to do the best he can. In this case, such first aid knowledge is expected of the teacher as is expected of any adult in similar circumstances.

The cautions extended in the previous paragraph are not intended to be rigid, or to prevent teachers from applying a band-aid, or putting a cold cloth on a bruise. On the other hand, treatments

which may involve danger in unskilled hands should be avoided in all but the most extreme emergencies. Every teacher should know enough about first aid to know when to refrain from using it.

The final procedure to follow when an accident occurs is to notify the parents, either by telephone or by note. In most instances, this need not be done immediately.

Many school boards require detailed reports of any accidents that occur. Where such reports are not demanded, it would still be good practice for the school to keep records of other than very minor accidents, both for legal purposes, if a charge should be laid, and to build up a record of dangerous activities.

The third question now remains to be answered. "What protection do I have if I am charged with negligence?" Under the law of negligence the major protection for all citizens is that the onus of proving negligence is on the plaintiff. The latter must be able to show that the defendant owed him a duty of care and that he failed to perform that duty. It must also be shown that the defendant's negligence was the direct, 'legal' cause of injury to the plaintiff. A case may fall down on any one of these points. In addition, the plaintiff must be prepared to defend himself against countercharges of contributory negligence. Evidence of contributory negligence does not necessarily mean that the case will be thrown out of court, but it does mean that any damages awarded will be reduced. In one Ontario case, the original award made was \$46,000. On appeal, this was reduced by a third. An eleven-year-old boy enrolled in Grade V was swinging on a swing installed on sloping ground. Grades V to VIII were not supposed to use the swing. The swing was upset and the boy severely injured, to the extent that he would require lifetime custodial care. The board was held to be negligent in not keeping the playground equipment in good repair. The award was made on the understanding

that there was contributory negligence on the boy's part, but that it was less than the negligence of the board.

Aside from the general difficulty of proving negligence, teachers and principals have added protection by virtue of their relationship with the school board. As employees, they are legally in what is known as a 'master and servant' relationship with the board. This makes the board responsible for any actions performed by teachers and principals which fall within the scope of the latter's employment. Furthermore, the courts have in general tended to place a very liberal interpretation on the words "scope of employment". Not only statutes and regulations, but also local bylaws, and local customs which have at some time received explicit or implicit approval of the board, have been accepted as evidence of what a teacher believed his duties to include.

For instance, one case in British Columbia involved the question of whether the school board was responsible for an accident occurring at a shooting contest. The board had authorized the principals of the various schools in the district to plan a sports day, using their own discretion as to the exact program chosen. One principal decided to include a rifle contest. Unfortunately, one of the rifles used was defective. It backfired and a particle flew into a boy's eye. The board claimed that the shooting contest was outside its powers and that the principal had overstepped the bounds of his authority. The court, however, held that the board was authorized to provide for such activities and that the board knew that such contests had been held for several years. It was, therefore, its duty either to prevent the contest or to see that it was adequately supervised. This final responsibility could not be delegated to the principal. Other activities, such as serving hot lunches or conducting a wrestling match, have also been held to be part of the teacher's scope of employment and therefore the responsibility of the board.

On the other hand, not all activities of teachers are the responsibility of the board. In one case it was shown that the director of studies and two teachers decided on their own to transport two grades of their school to another town to hear a concert. No one requested permission of the school board and, furthermore, such a trip had never been approved in the past. The children were crowded into a truck. During the trip, one side of the truck gave way and many of the youngsters were thrown out, one of whom was severely injured. The judge ruled that the board was in no way responsible for the accident since the teachers had acted outside their scope of employment. He also stated that he had no hesitation in holding the teachers negligent. Unfortunately for the plaintiff, however, the case against the teachers had been dropped before the trial.

A few minor forms of protection are available to teachers in various provinces. In Alberta, for instance, the provisions of *The Public Officers Protection Act*, which reduce the ordinary time limit on actions to six months, are extended to teachers as well as boards. This protection may, of course, only be claimed if the teacher was performing a "public" duty at the time of the accident. In Ontario, the salaries of teachers called as witnesses are protected, but not those of teachers charged with an offence, even if they are later cleared. This is a hardship for the teachers, since the latter are often enjoined in actions for the sole reason that they must then be available to give evidence at the examination for discovery which precedes the trial.

Since the board is in most cases legally responsible for its teachers' actions and also because it has greater financial resources, the general practice in Canada has been to sue the board as well as, or even in preference to, the teacher. As shown earlier, however, it should not be assumed that the master and servant relationship gives teachers and principals complete protection. The latter are still

responsible for their own negligence. And in theory, at least, the board may recover damages from a negligent servant. Furthermore, even if the teacher is cleared of charges of negligence, there may be years of delay and inconvenience, involving a number of appeals and appearances in court, before a favorable verdict is obtained.

Fortunately, a more secure type of protection is open to teachers and principals through liability insurance. There are various ways of obtaining this insurance. If the school board already carries liability insurance, then it would be relatively simple to have the policy endorsed for teachers by the insurance company. The endorsement would involve only a nominal fee, which might even, if necessary, be paid by the teachers. Such a plan would be particularly valuable in small school districts. Where boards carry their own insurance, or do not carry any, it may still be possible for teachers to obtain protection through agreement with the board.

The importance of insurance cannot be too much stressed. While the number of claims may increase if there is insurance, on the other hand, more cases will be settled out of court. In this way legal fees will be reduced and excessive delays, court costs, and loss of earnings through attendance at court will be avoided. And most important, teachers and principals will not have to face the possibility of suffering a heavy financial penalty for a moment's negligence.

In summary, teachers and principals have considerable protection in negligence cases through their master and servant relationship with the school board, as well as through other minor forms of protection. For complete financial protection, however, liability insurance is also required. It must be added, however, that the best protection a teacher can find is the attitude of the "careful father", which is aimed at avoiding negligence and preventing school accidents.

says that there are discernible trends which show that we are literally and metaphorically—

Coming to our Senses

ARE our mass media with their second-hand experiences cutting us off from richer acquaintance with lively, first-hand experiences? As we live more and more on a vicarious, indirect level, are we substituting a devitalized, juiceless symbol for the rich, direct experience itself? Will the time come when we see life chiefly through the eye of the camera, hear through the voice of the radio, interpret life primarily through the mind of the editorial writer or reporter? Will we live our lives by proxy—seated in a comfortable chair, listening to, looking at, reading about the experiences of other persons?

William James has made a famous distinction between "knowledge by acquaintance" and "knowledge by description". His colleague at Harvard, Josiah Royce, noted that:

A deaf man who has learned about the nature of music through other people, insofar as they can tell him about it, but who has never heard music, has no "knowledge by acquaintance", but is limited to "knowledge about". "Knowledge by acquaintance" is also sometimes called "immediate knowledge".

We see, therefore, that there is a very real difference between knowing something and knowing about something. We know our home towns but we know about Fairbanks, Alaska, or Winnipeg, Canada, or Olathe, Kansas.

Do schools and colleges teach us to know or to know about? Do we learn how to communicate or do we learn about communication? Textbooks are often memorized but not always well remembered. Rich experience of direct acquaintance, however, is remembered with ease. When we say, "I was there", it means that the direct sense experience permanently affected us. Are we now in our schools and colleges taking leave of our senses, becoming desensitized to warm, compelling, and sometimes poignant first-hand experiences?

Teachers must not forget that children have eyes, ears, noses, and muscles, and that they like to use them. The charm and vitality of direct experiences, of knowledge by acquaintance, are well illustrated in an article published by Edward Vernon in the *British Weekly*. He asked children to prepare an answer to the question, "What are the loveliest things you know, persons not counted?"

This stimulating item is reprinted from the October, 1959 issue of *The News Letter*, which is published by Ohio State University and edited by Edgar Dale.

Here are some of these children's answers:

A girl's:

The scrunch of dry leaves when you walk
through them
Cool wind on a hot day
The feel of clean clothes
Climbing up hill and looking down
Hot-water bottle in bed

Another girl's:

Our dog's eyes
Street lights on the river
The smell of rain
An organ playing
Red roofs in trees
Smoke rising
Rain on your cheeks
The smell of new-mown hay
Red velvet
The moon in clouds

A boy's:

The feel of running
Looking into deep clear water
The taste of strawberries
A swallow flying
Water being cut at the bow of a boat
A mounted policeman's horse
An express train rushing
A builder's crane lifting something heavy
The feel of a dive
A thrush singing

We could learn something very important by noting how little children see the world with a questioning, innocent eye. A three-year-old picks up and gravely examines a robin's egg that has fallen from a nest. He is in no hurry; he takes his time lest something escape him. He sees the world in a fresh, pristine way.

As adults we seem to lose this habit of naive perception. We disregard the trees, flowers, plants, sounds, odors all about us. We do not hear the train whistle, the song of the bird or the cricket. Knowing about takes the place of knowing. The child, however, seems to have a oneness with his environment, a kind of primitive communication with Nature, a love of Nature which enables him to "hold communion with her visible forms."

As we either abandon or mechanize farming, will we be alienated from the world of growing and living things? Will our metaphors be those of fission, fusion, gears, dynamos, count-downs, jets, space, binary classifications, momentum—or shall we still get rich meaning from green pastures, good and bad seed, barren fig trees, bountiful harvests, getting into the harness?

Some of us who grew up on farms or in a small town had a chance to experi-

ence, to know the seasons—snow, ice, blizzards, rain, hail, wind and dust-storm; Russian thistles tumbling across a plowed field; the smell of bundles of freshly-cut rye; the chewy taste of almost-ripe wheat kernels; the pleasant odor off freshly turned soil; the duck's nest lined with down; the whirl of the prairie chicken's wings. We lived in a world rich with sense experiences.

Will our urbanized children have this same feeling of closeness to Mother Earth? What does it do to all of us as we move daily by auto through miles and miles of neonized slums on the edge of our large cities? Will we keep green space around our cities or will we fill it completely with thousands of tiny, coop-like, duplicate houses?

Obviously, direct sensory experiences of tasting, seeing, feeling, hearing, or smelling have limitations. Life is too short to sample all of it by direct sense experiences. We must also live on symbolic, mediated levels. But the symbols used should always rest firmly on a rich base of experience. We must, therefore, concern ourselves with how we can keep our teaching of geography, science, history, or arithmetic from being over-verbalistic—barren, sterile, and empty.

Sometimes we shall decide to teach fewer concepts, fewer principles—but to make certain that what is taught has the unforgettable quality of direct experiences. We must remember that experiences which grip and involve us, and experiences for which we are responsible are the ones which are effectively educational. You are in it as an actor, not outside of it as a spectator.

One cause of meagre direct experience may well be an unintended result of industrialization and specialization. We may unwisely have concluded that the outdoors, the farm, and the forest are, after all, no longer important. Or, if they are important, it is rather because they are a means to a satisfactory urban life—a kind of stepchild, tolerated only until the time when the laboratory can bring forth products which would make it possible to dispense with them.

But sense experiences can and should be ends as well as means. Insight can come from direct intellectual and emotional experience with things, persons, and events. Supposedly literate people are often very illiterate in certain respects, very unaware of or unacquainted with the world in which they live. Indeed, illiterate literates are an inevitable result of any educational system which glorifies and overemphasizes second-hand experiences, and limits or minimizes direct experience with the world.

Fortunately, there are discernible trends in American life which show that knowledge by direct acquaintance is becoming an increasingly popular method of education. Camping, boating, and hiking are popular. We have more orchestras than ever. There is an increased interest in fishing, hunting, sailing, camping. We are literally and metaphorically coming to our senses.

It is heartening, therefore, to see developing in many states a movement labeled by the general name of "conservation". It is helpful to realize that these movements emphasize a way of life as the goal of their program. They see science and mechanics as means. They see fishing for bass or muskie or going on a bird walk not chiefly as a pleasant escape from the reality of the factory or office, but as an end—as a way of life. They see science teaching not as gadgetry and memorizing, but as exploration, problem-solving, observing, inferring, checking inferences, sharing one's insights with one's fellows, getting one's hands and minds on a problem. Science is more than a test tube or a formula.

In many localities high school students get in touch with reality by performing auxiliary duties in community hospitals, neighborhood centres, social welfare organizations such as family and child agencies, and other similar groups. The handbook *Students Today—Community Leaders Tomorrow* (available from United Community Funds and Councils of America, 345 East 46 Street, New York 17, N.Y., for one dollar) gives a detailed explanation of the ways in

which young people can get valuable training in citizenship while performing useful community tasks.

These tasks range from student speakers' bureaus (as in Dayton, Mobile, or Los Angeles) through clerical and other simple tasks in the campaign office, to dramatizations at campaign kick-off and report meetings. When students finish thoughtful experiences like these, they know what it feels like to get into the shoes of the sick and infirm. Their sensitivities are enlarged.

The point I am making is that rich sense experience is important both as end and means. I am also stating the case for a way of looking at life which does more than merely place all our experiences into neat, hard-and-fast subject-matter classifications. There is a grown-up but childlike way of looking at unshredded experience. It is likely that here the painter, musician, and poet can help us see and feel in a discriminating way never before experienced. Poetic metaphors are a way of universalizing the particular, of starting with a flower and ending with a view of the universe.

John Herman Randall, Jr., said it this way in his recent book, *The Role of Knowledge in Western Religion*:

The work of the painter, the musician, the poet, teaches us how to use our eyes, our ears, our minds, and our feelings with greater power and skill. It teaches us how to become more aware both of what is said and of what might be, in the world that offers itself to our sensitive receptivity. It shows us how to discern unsuspected qualities in the world encountered, latent powers and possibilities there resident. Still more, it makes us see the new qualities with which that world, in cooperation with the spirit of man, can clothe itself. For art is an enterprise in which the world and man are most genuinely cooperative, and in which the working together of natural materials and powers and of human techniques and vision is most clearly creative of new qualities and powers.

One wonders what he might get from our American children in response to the question: What is the loveliest thing that you have seen? One of the most poignant things that I have heard was a response made to a question asked by a teacher in Liverpool. She asked, "How do you know it's spring in England?" A boy replied, "When the asphalt bubbles up in the pavement."

Teachers Do Research

The Lacombe Local, in an interesting research study, finds that—

- ✓ Lacombe and Edmonton Grade X students were not dissimilar in their knowledge of geography,
- ✓ teachers cannot estimate pupils' knowledge of geography with any accuracy,
- ✓ teachers tend to undergrade rather than to overgrade their students.

This is the kind of study which adds prestige to our profession.

Throughout the year 1958-59, the Education Committee of the Lacombe Local conducted a limited research program aimed at an evaluation of the knowledge of geography of Grade X students of the Lacombe School Division.

On February 26, 1959, a test prepared by L. C. Mix of Edmonton was administered to the Grade X students while teachers made estimates of their pupils' achievements. The following hypotheses were considered—

- The Grade X students of this division have no better grasp of basic geographic facts than have the Grade X students of Edmonton's Strathcona High School (to whom the same test was given on May 5, 1958).

- Testing instruments have their limitations. Prediction equations might be a useful device at the Grade IX level.

- Teachers can estimate the success or failure in some criterion tests at least as well as do other testing instruments.

- Teachers generally tend to grade their students too high.

The committee met several times under the chairmanship of A. W. Bruns of Bentley to consider the results of the test, and a statistical analysis was prepared to examine the hypotheses.

Findings revealed that the Lacombe

students were not significantly better than the Edmonton group tested earlier. Although the means of the Edmonton and Lacombe samples were 55.9 and 57.7 respectively, it was found that this difference was significant at neither .05 or .01 levels. The hypothesis that teachers can estimate pupil performance as well as testing instruments must be rejected, in spite of a correlation of .42 between teacher estimates and actual test scores. The teacher estimate had the lowest correlation with actual test results compared with other correlations of testing instruments. Significant, also, is the fact that teachers seemed to undergrade rather than overgrade their students' achievements.

The committee was of the opinion that a good deal of follow-up work could be done using the test and its results as a basis. Seminars, institutes, and staff meetings could revolve about this program and contribute much to the improvement of instruction and testing programs. Expansion of the research program to include a wider area and other subject fields would enhance its value considerably. Thought could be given to such questions as teacher-pupil relationships and the use of television as a teaching aid.

In this article Miss Gillis makes a spirited case for immediate action to improve the library facilities in the schools throughout the province.

School Libraries

HILDA W. GILLIS

CAN anyone imagine a home economics department not having a frying pan? Can anyone picture a shop teacher doing without a hammer or a saw? Think about it, fellow-sufferers in our bare English departments.

Regional libraries are doing a fair amount of servicing the schools; however, this is not the purpose of the regional library as such. Alberta, so rich in resources, both animal and mineral, can well supply each high school with a library of at least 2,000 accepted books. Books can be bought in quantity at 33½ percent discount from reliable firms. English, literature, history — in fact, all of the humanities — are dependent upon the mind alone of the English specialist.

At present, I am facing over two hundred students in an Alberta high school. I would like to have a good library. I could set up, catalogue, and supervise it. But now, if I want to discuss a group of books dealing with history, sociology, or any similar area, I must just 'talk' about these books and tell the students to 'trek' to the regional library. Sometimes, if one is lucky, the books can be had; more often, they are travelling

by truck to some outpost where no one may ever read them. Why not a library in the school? Can you imagine a high school in Edmonton, such as Eastwood or Victoria Composite, being without a library, with someone who knows how to work with books, technically, a librarian?

The editor of *The ATA Magazine* has suggested that teachers speak out on what they want. Well, I want a library in each high school from Yellowknife to Coutts, from gay Rocky Mountain House to the lone Cypress Hills, from one end of Alberta to the other—thousands of books, for all grades, for all subjects, for all types of reference work. I want these books to accumulate at the rate of 500 per year after the initial 2,000 books are placed. I want them to stay in the high school, to be guarded as carefully as the home economics equipment or the shop equipment or the science equipment or any other school property. I want principals to talk about this need; I want superintendents to know of this need; I want school boards to supply this need. Then you will see an educated whole child in Alberta!

PROFILE



We hope that "Profile" will become a regular feature. It will illustrate the wide range of professional activities of our Association and highlight some of the interesting personalities in ATA circles.

"Now, as I recall it . . ."

(Left to right) Past Presidents Inez K. Castleton, H. J. M. Ross (1956-57), G. S. Lakie (1955-56), F. J. Edwards (1954-55), Lars Olson (1953-54), and Edgar T. Wiggins (1948-49)

A lot of ATA history came together in Barnett House on September 26, when some of the past presidents of our Association met at the request of the table officers, in order to thresh out problems created by our membership in the Canadian Teachers' Federation.

The Executive Council has been increasingly concerned with defining exactly the functions of the Canadian Teachers' Federation as we in Alberta see them. This concern was brought to a head this summer in Halifax when, at the CTF's annual meeting, the Ontario Teachers' Federation stated that it would refuse to pay its full fees to the national organization pending clarification of the Federation's function in relation to its provincial affiliates. Ontario, dissatisfied with CTF's role in the past, attempted to have three resolutions passed which

would have given veto power in CTF activities to any one province. These were all defeated, and the conference passed a resolution to let OTF membership in the Canadian Teachers' Federation lapse if a commitment is not given by January of 1960 that OTF fees will be paid in full.

As a result of these developments, the Canadian Teachers' Federation sponsored a committee meeting in Montebello, Quebec to discuss CTF functions. Alberta's delegate was Mrs. Castleton, our immediate past president. The table officers called together the past presidents in order to clarify our views in this matter and to assist Mrs. Castleton in preparing for the Quebec meeting.

Discussion around the table made it clear that Alberta has had a consistent view of the function of the Canadian

Teachers' Federation. Our past presidents all indicated that we have regarded it as a federation in name and in fact. This means that its function is to provide services to its affiliates which would tend to avoid duplication of effort and which would improve the effectiveness of services given by the provincial affiliates. The general discussion with our past presidents indicated that, over the years, the drift in CTF policy had been away from service as a federation and toward a more national function through

attempts to make direct contact with individual members of provincial affiliates.

With the aid of the past presidents, the table officers were able to draft a statement setting forth the ATA point of view on the Canadian Teachers' Federation, and this was put before the Executive Council for approval. The past presidents are acting as a continuing committee on this problem. Their long experience in ATA affairs will serve us well.

ATA Scholarships and Fellowship in Education

Scholarships

The Alberta Teachers' Association offers annually eleven \$500 scholarships in education.

Three of these scholarships are awarded to students who have completed their bachelor of education degree and are proceeding to post-graduate work in education.

Four scholarships are offered to students in the Faculty of Education who are proceeding from their third to the fourth year.

Four scholarships are offered to teachers with permanent certificates who have completed three years of the bachelor of education program and are proceeding to the fourth year of the program by intramural study.

Applications for these scholarships must be received by the general secretary at 9929 - 103 Street, Edmonton, by May 15. Forms may be obtained upon request.

Fellowship

The Alberta Teachers' Association Fellowship in Education of \$2400 is offered to residents of Alberta, who are members of the Association, and who are admitted to the School of Graduate Studies of the University of Alberta for intramural study at a regular winter session on a doctoral program in education. The deadline for applications, which must be filed with head office of the Association, is March 15. Application forms are obtainable from the general secretary upon request.

This is a new fellowship offered for the first time for the 1960-61 academic year. It was approved at the last Annual General Meeting. It is open to students who wish to do doctoral work in any one of the four divisions of the Faculty of Education. The fellowship is awarded for a year and can be allocated to the same person for a second year.

Composite High Schools in Canada

Financial assistance from the W. K. Kellogg Foundation has made possible an expanding program of graduate studies in school administration at the University of Alberta. This program has attracted students from across Canada who have both maturity and teaching experience. It was a fortunate choice that their first major project was research related to the composite high school. The student of education can find an appreciable amount of literature on the comprehensive school in the United States and much of this is applicable to our composite schools in Canada. But now the results of a Canadian study are reported in the University of Alberta Monograph in Education No. 1, 1959, published by the Committee on Educational Research, Faculty of Education, University of Alberta and priced at \$1.

The monograph describes the various types of composite schools and the extent to which they have been developed in Canada. For example, the nine composite high schools in Alberta last year provided instruction for 28.47 percent of the high school pupils in this province. By contrast, there were 355 schools in Alberta last year with less than a hundred pupils per school and these schools instructed 36.90 percent of high school students in Alberta. The monograph indicates that one serious challenge to composite high school administrators is the responsibility for developing the habits, attitudes, and scholarship of students of superior academic talents. The success with which the composite high school can deal with such problems will

determine its future. In view of the wide range of electives in composite schools, the education of parents and students to make wise course choices through skilful guidance becomes a major problem. The large schools which result from the composite form of organization must also develop extensive programs in extra curricular activities to prevent the schools from becoming impersonal, otherwise vital training for leadership is lost. The monograph describes the success which composite schools in Canada are having in dealing with such problems.

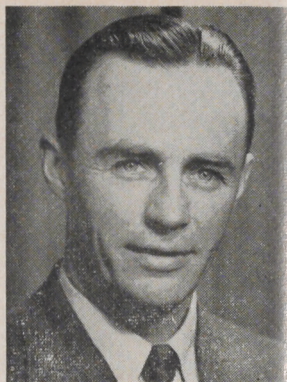
Our high schools must serve the student of superior academic talents who requires the habits, attitudes, and skills to be developed to enable him to profit to the maximum from a university education. At the same time, our schools must provide the best possible education, without stigma, for those lacking the superior academic talents and motivation by providing courses suited to the needs of these students. Neither must be allowed to dominate the situation at the expense of the other. This is the dilemma of the composite school, which might be solved in Alberta by greater local autonomy. This would enable the administrators to utilize the facilities and staffs to provide the best possible educational programs without being limited by the restrictions necessary for the operation of the small rural school.

The monograph serves a very useful purpose in providing administrators with an authoritative comparative picture of high school education in the different provinces of Canada today. The eleven outstanding contributors provide observations and pose problems that will challenge the thinking of those charged with the responsibility of the administration of our Alberta senior high schools.

A. E. Henderson reviews the first of the University of Alberta's Monographs in Education.

Toward Professionalism

THE PRESIDENT'S COLUMN



For the past several years, education has been in the news and has been continuously under fire. It may be that the peak of this criticism has passed, but with the publication of the report of the Alberta Royal Commission on Education a new wave of interest will certainly be developed and education will again be spotlighted.

No matter what is said about education, one fact cannot be disputed—the influence of the teacher is the most important and decisive single factor in determining the kind of education that children receive. Many do not appreciate the difficulty and complexity of good teaching because teaching is both an art and a science. The quality of teaching is the product of the kind of person the teacher is and the kind of skills and understandings which that person has acquired. Hence, the importance of careful selection and thorough training of those entering the teaching profession cannot be overemphasized.

Education is the responsibility of the provincial government. Although the government has placed teacher education in the hands of our Faculty of Education, it still controls entrance requirements and certification. Thus the govern-

ment is still directly responsible for the quality of beginning teachers. It was most encouraging to note that the Minister of Education, recognizing this responsibility, raised the entrance requirements for the Junior E program to four Grade XII subjects with a 60 percent average for this September and five for September, 1960. Another encouraging sign is that, while the enrolment in the Junior E program decreased from 488 in 1958 to 471 this year, the enrolment in the bachelor of education program has increased from 295 in 1958 to 533 this year. This seems to indicate that those entering the teaching profession recognize the importance of teacher education and the challenge and opportunities of teaching as a career.

The Alberta Teachers' Association too has a responsibility to improve teacher competence. It may be true that members of our professional organization have given more of their own time and energy in studying professional problems than have members of any other such association, but we still have only scratched the surface. We cannot afford to lose a single opportunity to improve professional competence. We must never become complacent, because education

can never be static. Let us capitalize on the opportunities for professional growth that are now presented by institutes, conventions, local and sublocal meetings, regional conferences, inservice training programs, action research projects, co-operative staff activities, and the like. The central executive is vitally concerned with all aspects of professionalism and is prepared to provide every possible assistance to locals and sublocals in projects relative to professional competence. Society evaluates teaching as a profession in terms of the quality of education in our classrooms.

LTCHS Points the Way

(Continued from Page 14)

Infinite variety can be arranged so that the two-hour period can constitute a real learning experience, in contrast with the half-hour period, which allows time for only one activity. Even the Grade X students, coming as they do from the six- to eight-period day, claim that they like the simplicity of the three periods; and the Grade XII pupils realize that it approximates the work arrangements of industry or real life.

Another important, though intangible, benefit of the "Comp" derives from the interesting variety of student backgrounds. City and country students occur in almost equal proportions and are distributed heterogeneously in all classrooms. A city boy, somewhat more polished and secure but lacking in initiative, meets the less sophisticated country boy, who is much more dependent upon his own resources. Each can learn from the other: each learns to respect the other, as they meet in practical and in academic classrooms, in the students' council, and on the sports field. All the differing backgrounds of young people from farms, villages, remote parts of the province, and outside the province create interest and tolerance in the classrooms. The diversity of talents, aptitudes, interests, and experiences leads to

a great variety of individual timetables, which in turn prohibits the formation of cliques. A good number of students who have not fitted into other schools have been assimilated into the composite, their eccentricities merged in the general variety, their difference destroyed by the general serious and sensible attitude of the majority of the students.

Dating from the time when each teacher had a building (hut) to himself, and each set his own rules, the staff generally is very competent and very independent. This, of course, has its disadvantages, but the gain from it is felt throughout the school, as each teacher is recognized as an expert in his subject. All the teachers exhibit a high sense of responsibility to the school as a whole and to their individual classes. Few staff changes have occurred during the years: over half the original staff is still on the job. Now, in a time of high school teacher shortage, the composite teachers are not being lured away. Their devotion to the composite idea and their belief in the semester system have ensured the success of the school, and this success in turn has encouraged the staff to hope for the extension of the idea.

The composite experiment has been eminently successful. Recently, when educational growing pains in Red Deer forced a reconsideration of the three principles involved, no less important a group than the Alberta School Trustees' Association passed a resolution supporting the Red Deer Composite.

For the future we have extensive plans and hopes. The government may help to build a modern dormitory, which will serve the needs of education and recreation in Central Alberta. Surrounding districts may see fit to follow the lead of one division and close some of their smaller high schools, sending their students to the composite. Conversely, other divisions may set up high schools on the composite - dormitory - semester pattern. The Department of Education may consider some form of accreditation, whereby the staff of LTCHS will be responsible directly to the university examinations

and matriculation board for the qualifications of its matriculants. By these means LTCHS will increase its unique, its necessary, service to Central Alberta. It can thus continue to provide leadership in high school organization, showing how to offer the advantages of a large city high school in a smaller centre.

The composite idea, if we are to believe the experts in both Alberta and the United States, is the school of the future. Dr. Byrne has said: "... the composite school represents a model towards which most provincial high schools are striving, the limiting factor being lack of pupil enrolment."¹⁴ Dr. Conant implies the same: "I should like to record at this point my conviction that in many states the number one problem is the elimination of the small high school by district reorganization."¹⁵

14 Andrews and Brown. *op. cit.*, p.66.

15 Conant. *op. cit.*, p.38

Outside of the larger cities only Red Deer has a composite school. Except for a few boarding schools and centres operating small dormitories, Red Deer has a large permanent dormitory. Other than a couple of schools which have experimented tentatively with semesters, only Red Deer has the three-semester plan. The conclusions then are obvious. If all students are to be given equal opportunity to receive the best available education, only by combining composite, dormitories, and semesters can this ideal be made a reality. And where LTCHS has led, others may follow.

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DEPARTMENT OF EDUCATION



Official Bulletin

No. 197

Amendment to prerequisite requirements for foreign languages

In the Department of Education Official Bulletin No. 196, appearing in the October, 1959 issue of *The ATA Magazine*, attention was drawn to the fact that present regulations do not permit students with a C standing in Language 10 to register in French 20, German 20, Latin 20, and Ukrainian 20. However, at its meeting on Wednesday, October 21, the High School Curriculum Committee, after further consideration, decided that, upon approval of the principal, students with C standing in Language 10 may be permitted to register in French 20, German 20, Latin 20, and Ukrainian 20 pro-

vided that all such cases are reported immediately to the Examinations Branch, Department of Education.

Accordingly, the Special Note to Principals and Counsellors under Regulation 6(b), page 17, *Senior High School Handbook*, has been amended to read as follows:

There may be justifiable circumstances wherein a student should be permitted, if he so wishes, to proceed to a second year course although he obtained only a C standing in the Grade 10 prerequisite. This may be done on the approval of the principal, provided that all such cases are reported immediately to the Examinations Branch, Department of Education.

This regulation, as amended, is effective for this school year, 1959-60.

Director Appointed for Canadian Conference on Education

Fred W. Price of Montreal has been named director of the Canadian Conference on Education, it has been announced by Kurt R. Swinton and Max Swerdlow, chairmen of the national and executive committees of the conference.

The appointment is a new one and became necessary when the representatives of the more than 50 major organizations making up the Conference decided to undertake a comprehensive program on behalf of education in Canada.

Mr. Price, who will be on leave of absence from The Bell Telephone Company of Canada, has taken an active part in education activities in Quebec. Born in

Montreal, he received his M.A. in education from McGill and taught French and history at the High School of Montreal for five years prior to army service in World War II. He served with the armoured corps overseas and was demobilized with the rank of major. Since 1946, he has filled a number of administrative posts in Bell's engineering and commercial departments.

In his new post, one of Mr. Price's responsibilities will be to coordinate the organization of member groups across Canada which are engaged in plans leading to the Second Canadian Conference on Education in 1962.

TEACHERS IN THE NEWS

British Columbia teacher **Ian D. Boyd** was elected president of the Canadian Teachers' Federation at its thirty-eighth convention held in Halifax in August.

Mr. Boyd is a past president of the British Columbia Teachers' Federation and has served his provincial association in many capacities: as chairman of committees on finance, benevolent fund, sick leave, and labor relations, as a director of the Federation's Cooperative Union, and as secretary-treasurer of the Federation in 1952-53. Positions he has held in local affairs include: secretary of the South Vancouver Teachers' Association, president of the Vancouver Vice-Principals' Association and of the Vancouver Secondary School Teachers' Association, member of the Vancouver Teachers' Council, and executive member of the Vancouver School Administrators' Association.

Born in Glasgow, Scotland, Mr. Boyd came to Canada when seven years of age. He graduated from the University of British Columbia and has taught school in the province for over 33 years. He has been a Vancouver principal for ten years and presently holds that position at Queen Elizabeth Elementary School.

J. D. Ayers, former director of research with the Canadian Teachers' Federation, has joined the staff of the Faculty of Education, University of Alberta, as associate professor in the division of educational psychology.

Born in Saskatchewan, Dr. Ayers received his schooling and normal school training in Vancouver, and graduated from the University of British Columbia with B.A. (Honors Mathematics) and B.Ed. degrees. He studied for his Ph.D. degree, which was granted in 1951, at the University of Toronto. Dr. Ayers had four years' teaching experience in British Columbia schools before joining the Royal Canadian Air Force in 1941.

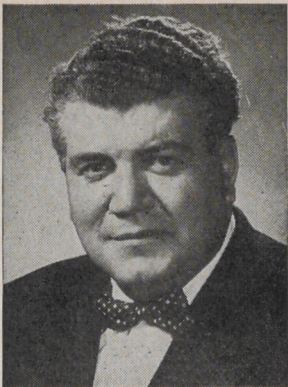
Following discharge, he continued his studies. His first permanent position after receiving the doctor's degree was as research scientist with the Defence Research Medical Laboratories in Toronto. In April, 1953, he accepted the appointment with the Canadian Teachers' Federation and directed the activities of the research division for six years. Dr. Ayers is author and co-author of many articles published in research and educational publications.

Floyd G. Robinson assumed the position of director of research of the Canadian Teachers' Federation on September 1. Dr. Robinson is a native of Ontario and holds B.A., M.A. (Pure Mathematics) and B.Ed. degrees from the University of Toronto. For two years, from 1955 to 1957, he was a staff member of the Brock District High School at Cannington, Ontario.

He has been working most recently, however, as a research assistant and relief teacher in the Faculty of Education, University of Alberta, from which he received his doctor of philosophy degree in the spring of 1959. His thesis for the degree, "The Psychological Basis of Axiomatic Mathematics", has been described as an outstanding piece of original research into the theory of learning. This summer Dr. Robinson was a research assistant with the education division of the Dominion Bureau of Statistics.

Congratulations go to **H. J. M. (Kim) Ross**, principal of Windsor Park School, Edmonton, who was elected as alderman of the City of Edmonton in the recent civic elections. A member of the Executive Council of The Alberta Teachers' Association from 1953 to 1959, Kim is well-known to Alberta teachers. He was president during the 1956-57 term and has been Association representative on various boards and committees, consult-

ant at the Banff Conference, and economic consultant for the Association. Currently he is a member of the ATA Pension Committee and Association representative on the Board of Administrators, Teachers' Retirement Fund and on the Alberta Advisory Committee on Educational Research. His other community service includes membership on the executive of the John Howard Society and of the Canadian Mental Health Association. For six years, he was on the Edmonton City Hospital Board and he is a past president of the Montgomery Branch of the Canadian Legion, BESL.



H. J. M. ROSS

In Memory

Name	Last Employment	Date of Death
Steve Boyko	Thorhild County 7	Sept. 4, 1959
Iona Dixon	Leduc S.D. 49	Apr. 10, 1959
*Jennie Elliott	Calgary S.D. 19	Apr. 23, 1958
Bertrum Harrison	Grande Prairie County 1	June 2, 1958
Harold Hueston	Killam S.D. 22	Sept. 5, 1959
Steve Klem	Smoky Lake S.D. 39	May 24, 1959
*Della Kippan	Coal Branch S.D. 58	June 1, 1959
Charles H. Leighton	Vermilion S.D. 25	Jan. 31, 1959
Emily McCrea	Lethbridge S.D. 51	June 2, 1959
Robert K. Martin	Anzac S.D. 4979	July 6, 1959
Joseph E. Musschoot	St. Paul S.D. 45	Sept. 3, 1959
Joseph Plante	Wheatland S.D. 40	Sept. 2, 1959
*Lila I. Rockwell	Edmonton S.D. 7	June 14, 1959
*Margaret A. Williams	Edmonton S.D. 7	Apr. 15, 1958
Gertrude N. York	Edmonton S.D. 7	Aug. 12, 1959

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Is a Teacher Record Book Feasible?

A meeting called recently in the board rooms of the County of Wetaskiwin by E. Borth, president of the Alberta School Secretaries' Association, considered problems common to the ASSA and The Alberta Teachers' Association. High on the ASSA agenda was the matter of looking into the establishment of teacher record books, advanced originally in 1952 by Alec Shand, secretary-treasurer of the Medicine Hat School Division, and supported by D. M. Sullivan when he was registrar of the Department of Education.

The ASSA executive was concerned with the fact that there is approximately a 25 percent turnover in staff in the rural areas of the province which creates a serious problem for school secretaries in verifying the teacher education and experience of new staff. This problem is increased by the fact that 537 teachers entered Alberta schools last year from other provinces, in addition to an indeterminate number of teachers from the Faculty of Education. A rough estimate would indicate that nearly 1,200 permanent records for teachers would have to be set up each year. The Faculty has had to add to its secretarial staff in order to cope with the increasing demand for evaluation of teacher educa-

tion for salary purposes. The ASSA executive, while endorsing evaluation by the dean, was of the opinion that much of this work is wasted if a permanent record is not kept of it.

The situation is further complicated by the variety of interpretations as to what constitutes a year of teaching experience. The ASSA president stated that, in his opinion, this difficulty could be side-stepped by a recommendation that a uniform method of computing experience be adopted based on that proposed by The Alberta Teachers' Association, in which the increment year is based on school days as defined in *The School Act*. "We are prepared to recommend this to the Alberta School Trustees' Association," Mr. Borth stated. If this were done, he contended, the teacher's years of experience with a given board could be entered and certified in his record book as he left the employ of that board, so that no doubt could exist as to the teaching experience of any applicant for a teaching position.

The ASSA proposed that the book consist mainly of two sections to deal with experience and qualifications data, that it be an ACCO type of looseleaf, approximately 5" x 8", with a set of

ASSA Executive discusses common problems with the ATA's Dr. Clarke



(Left to right) H. E. Todd, Lacombe, (Secretary-treasurer, ASSA); A. W. Poland, Three Hills; Dr. Clarke; E. Borth, Killam (President, ASSA); P. M. Sharchook, Two Hills.

directions printed inside the cover as to how entries should be made. It was thought that the evaluation by the Faculty of Education could be put on a form which could be inserted as a permanent part of the book. It was hoped that the Department of Education, as the certifying authority, would supply the books, issuing them through the registrar. It was envisioned that the teacher would file this book with the school secretary on appointment and pick it up, fully entered, on departure from the board's services.

Obvious difficulties with the scheme were discussed. Among others, these would include the immense amount of work for city board staffs; difficulty in handling the entries by very small districts where staff is small, or even part-time; and replacement of lost books.

Let your district representative know what you think of the scheme.

ATA Men's Bonspiel

All interested curlers are invited to enter the fourth annual ATA Men's Bonspiel, to be held at the Shamrock and Granite Curling Clubs, Edmonton, on Monday, December 28, 1959. Entries close December 12 and should be forwarded to W. R. Eyres at Barnett House, Edmonton.

Entries will be limited to 48 rinks, each playing three games. The entry fee is \$24 for each rink. This includes a banquet in the evening as well as other social activity.

The committee in charge of the bonspiel, elected at last year's meeting is: Art Brimacombe, president, Dave Cooney, vice-president, W. R. Eyres, secretary-treasurer, and Art Elliott, Jim Aldrich, Gordon Dennis, and John Sandercock.

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NEWS FROM OUR LOCALS

New executive elected for Beaverlodge-Elmworth-Wembley Sublocal

Teachers of the sublocal elected their executive at the first meeting of the 1959-60 school term under the chairmanship of Stewart Little, principal of the Wembley School. The new officers are: Alex Musyka, president; Rae Dolemo, vice-president; Alice Schweitzer, secretary-treasurer; David Noel, local councillor; and Gloria Cavanagh, press correspondent. Sonja Leiler of Beaverlodge, Alice Scorgie of Elmworth, and Elaine Schwemler of Wembley were elected to the program committee.

Reorganization at Bellis-Vilna-Spedden

Twenty-five teachers were present at the reorganization meeting of the sublocal held on October 13 at the Vilna School. John Shysh presided, and the following officers were elected: Nick Lobay, president, Marion Weleschuk, vice-president; Harry Ference, secretary-treasurer; George Meronyk and Mr. Lobay, councillors; and William J. Neczyk, press correspondent. Highlighting the meeting was a report by Mr. Meronyk on a SRA Reading Course he attended in Omaha, Nebraska. He outlined a number of reading methods and suggested follow-up procedures which are to be implemented into the school reading programs. Regular sublocal meetings are held on the second Thursday of each month.

Bentley teachers plan research project

The Bentley Sublocal met the second week in October to appoint committees to work on the research project undertaken for this year. The project is concerned with public relations with emphasis on the broad area of discipline. A similar project is being carried on in the Lacombe School Division and in Thorhild County, with the objective a better informed public on school matters. Mem-

bers of the coordinating committee are Gladys Anderson (chairman), E. W. Jahraus, and Mrs. Olive Welsh (secretary). All other teachers on the Bentley staff are members of subcommittees. The next meeting will hear committee reports and establish a common understanding of the term discipline. Individual teachers will report on books they have studied in regard to the project.

H. Rigney heads Bon Accord-Gibbons Sublocal

H. Rigney was elected president at the first meeting of the sublocal held in the Bon Accord High School. Other executive members are: Mrs. Grace Hawken, vice-president; Joan Woywitka, secretary-treasurer and publicity chairman; Mr. Fretwell, public relations representative; Carol Schneider and Ivy Bourcier, program directors; and Mr. Rigney, councillor.

Calgary Suburban benefits from Banff Conference experiences

The local has already had two meetings and so far, with meetings taken out of public halls and back to schools, attendance has been good. The September meeting held at Terrace Road School, Montgomery, dealt with a great deal of business and decided to award its Faculty of Education scholarship to Lorna Martin. A newsletter was decided upon and Mrs. Hannah M. Smith, Banff Conference delegate, was asked to be editor. "News must be timely," said Dr. T. Peterson, Banff consultant; and so a volunteer committee of 12 members met at the Smith home and the first issue of the newsletter was out before the October meeting. The two delegates to the Banff Conference spoke at the October meeting held in the David Oughton School in Forest Lawn. Helen Kohut reported on the general sessions and Mrs. Smith on the publications course. They tried to give the teachers the over-

all picture of the conference and to express the feeling of dedication that so many teachers showed. It was decided that future delegates to the conference would automatically be in charge of local public relations. F. J. Milaney of Bowness Central High School invited the local to Bowness for its November meeting.

Camrose City reports officers

The sublocal has reported its slate of officers for the coming year. President is Hugh Irving; with Helen Pierce, vice-president; John Gray, secretary-treasurer; William Lerner, councillor; and Frances Bohme, press correspondent.

Camrose North decides on officers and program

The election of officers and the outlining of a program for the coming year were the main items of business at the September 17 meeting of the sublocal held at Hay Lakes. The new executive is: Carl Nelson, president; Erling Jonson, vice-president; Pat Wilcox, secretary; Eric Hohn, councillor, with Dennis Tibski as alternate; Dennis Murphy, sports representative; Joanne Lofgren, press representative; and Don Murray and Ed Majeski, policy committee members.

Scholarship award made by Crow's Nest Pass Local

At the local meeting on September 10 held at the Coleman Main School, Lorraine Mottle of Bellevue was awarded the association's annual scholarship of \$100 for achievement in Grade XII. Miss Mottle is enrolled in the Faculty of Education.

Physical education discussed at Dickson-Markerville

Principal J. O. Lindberg and Malcolm Sharp of the David Thompson School were guests at the sublocal meeting on October 1 and led in an informative discussion on physical education. Rules and organization of basketball were important items. W. J. Mewha, principal of the Spruce View School, chaired a dis-

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cussion concerning the opening of the school later in the month.

Edmonton Separate Local elects officers

The members of the executive of the local have been reported as: A. Trep-anier, president; E. Mazurek, vice-presi-dent; T. Cossitt, secretary; J. Sherbaniuk, treasurer; J. Durand, chairman of con-tact committee; Neil Campbell, chairman of negotiating committee; and A. M. Arbeau, T. Bloor, R. Campbell, P. Lam-oureux, L. Mutual, F. O'Dwyer, and John Spenrath, councillors. Past president is Rev. B. Butts. Members were also elected to the budget, contact, social, convention, and salary policy committees at the re-organization meeting.

Sharp elected president at Leslieville-Alhambra-Condor

Sublocal members elected Malcolm Sharp as president at their October 8 meeting. Other officers are: Mrs. Alma Sunde, vice-president; Mrs. Florence Boomer, secretary-treasurer; Mrs. June Crawford, sublocal representative; and Mrs. Agnes Stolling, press correspondent.

Lethbridge Northern reorganizes

The sublocal held its first meeting on October 1 at the Picture Butte High School. An introduction device lime-lighted each member and achieved an informal, friendly atmosphere. The offi-cers elected are: Tymen Hofman, presi-dent; George Hanna, vice-president; Mrs. Mary Jeanne Hofman, secretary-treas-urer; J. Lowery, salary representative; Dennis Maier, press correspondent; and Mr. Hofman, Mr. Lowery, Mr. Maier, and Mrs. Thelma O'Donnell, councillors. H. Bloise was chosen to represent the sub-local on the planning committee for the annual teachers' institute.

Report from Morinville Sublocal

At the reorganization meeting of the sublocal on September 17, the 32 members present elected a new execu-tive as follows: D. A. MacDonald, presi-dent; Claudette Flynn, vice-president; Mrs. F. Valliere, secretary - treasurer;

Sheila Purves, curriculum representative; Mrs. J. Champagne, program convener; and Henri Repp, public relations officer and councillor. The sublocal includes teachers from the Alcomdale, Carmilla, Cunningham, St. Charles, and Thibault Schools. Group insurance, the divisional track meet, and a report from the coun-cillor to the local were the main items of business at the second meeting of the current year held on October 15.

F. Lutic heads Northeast Calgary Sublocal

Officers installed for the year at the sublocal meeting on October 15 were: F. Lutic, president; R. E. Bean, vice-president; R. L. Bittle, secretary-treas-urer; L. W. Bunyan, sports representa-tive; and J. H. Cuming, councillor. Mr. Bean is also a member of the interpreta-tion committee, and Mr. Bittle will serve as publicity manager. It was decided that each school at which a meeting is held will be responsible for the program of the evening.

Election results from Park Lake

At the sublocal's reorganization meet-ing held in September, Michael D'Andrea was elected as president, with Donald Wilkie, vice-president; Irene Shrumm, secretary-treasurer; and Rosemary Ben-son, press correspondent. Regular meet-ings are held on the third Tuesday of the month.

New executive for Ponoka Sublocal

The nominating committee of Mrs. Rita Stickney, Mrs. Lee Vold, and Robin Stuart presented its list of candidates for office to the first meeting of the sub-local on October 1, and the new executive is headed by Gerald Dahms. Vice-presi-dent is Bill Bodnaruk; with Linda Muhs, secretary - treasurer; Mrs. V. McLean, social convener; and Mrs. Kathleen Tay-lor, press representative. Mrs. Laura Jones moved a vote of thanks to the retiring executive. Plans were made for some interesting programs for the com-ing year. Mrs. S. Clark, Mrs. E. Hailstone, and Mel McCoy volunteered to act on a

nominating committee for the local organization.

Florence Nickolson elected Provost Sublocal president

Mrs. Florence Nickolson was elected as president of the sublocal at its October 5 meeting. Other officers are: Donna Cornelius, vice-president; Mrs. Bertha Bertschi, secretary-treasurer; Jeannette Krutson, press correspondent; and Ben Doelzel, transportation pool chairman. The sublocal includes Bodo, Cadogan, Provost High, Provost Public, and St. Thomas Aquinas Schools, and the principals introduced their staffs at this first meeting.

Festival planned by Rimbey Sublocal

Teachers of the sublocal, at a meeting held at Sylvan Heights on October 7, decided to plan for a fine arts festival in March, and set up a committee of Mrs. Greta Baudais, Marlene Jordan, Mrs. Star, Richard Baker, and Lawson Dewar. A committee was also formed to make plans for a track meet in May; members are: Otto Gloeckler, George Krieger, Gordon Matthias, Alan Paulsen, and Russell Petterson.

Vauxhall holds first meeting

At the first sublocal meeting, held on September 21, new teachers, some of whom have come from great distances to join the staff, were introduced. The budget was approved and last year's officers were thanked for their good work. New officers are: D. Rempel, president; A. Reimer, vice-president; Mrs. E. Larson, secretary-treasurer; R. Ringdahl, program convener; and L. Pade, press correspondent. Meetings will be held on the third Monday of each month.

Election results from West Jasper Place

The West Jasper Place Public School Sublocal will operate for the coming year with W. J. Wetter as president. Other executive members, elected at the organization meeting on September 30, are: W. Kuhl, vice-president; J. Walls, secretary-treasurer; Mrs. E. Williams,

social convener; L. Geake and Mrs. M. Samuel, salary interpretation committee; and E. J. Turnbull, press correspondent. A resolution was passed to apply for a charter to organize a local of the West Jasper Place Public teachers.

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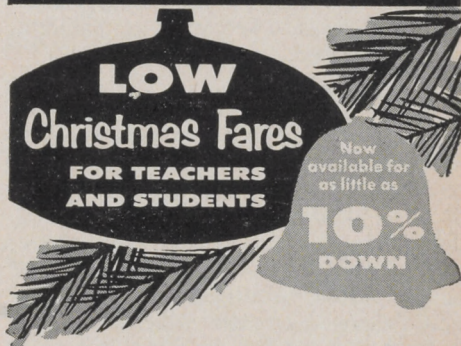
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THE ATA NEWS BEAT

Pensions meeting

Representatives of the Executive Council met with Hon. Anders O. Aalborg on Friday, October 9 to discuss pension problems. President R. F. Staples, Vice-President A. D. G. Yates, and ATA Pension Committee Chairman H. C. McCall, along with F. J. C. Seymour and W. R. Eyres, were our delegates. A very frank and amicable discussion took place.

The major agreement was that we can proceed with an annuity type of pension for persons who enter teaching after age 50. This scheme would be entirely separate from the present teachers' pension scheme but probably would be administered by the same board. Our views on provisions for counting pensionable service irrespective of breaks, on reinstatement by repaying with interest contributions withdrawn, on lowering of estreatments, and on reciprocal pensions, were put forward and were sympathetic-ally considered.

Private schools conference

The Association of Private Schools and Colleges held its second annual convention in Red Deer on October 24. Dr. S. C. T. Clarke, along with Gerald Berry, high school inspector, and Brian Dockrell of the Faculty of Education, were guests invited to attend.

There are some 5000 Alberta children being educated in private schools. Twenty of the private schools are members of the Association. Its laudable objective is to improve standards. Member private schools take the stand that they do not wish to have direct or indirect support from public funds.

One problem of concern to some of the teachers in certain private schools is pensions. Certificated teachers who have entered the private schools from teaching in the public schools would like to continue their pension under the teach-

ers' retirement fund. The difficulty is that the teachers' retirement fund is not a funded scheme. The monies going into the scheme consist of only the teachers' contributions. The payments from the scheme consist of teachers' contributions with interest plus government support.

One of the associated colleges is the new Camrose Lutheran Junior College. This development raises a new problem which was discussed in private at the convention. The problem can be posed in two questions. Should private junior colleges engage in teacher education? If permitted, should government bursaries be paid to students so attending?

Public relations study

This fall, Mr. Ingram has been busy working with the experimental local in the public relations study. He has attended many staff and sublocal meetings to assist in local public relations activities. On September 21, he visited Bentley and Alix; September 22, Clive; September 24, Lacombe; September 28, Thorhild and Newbrook; September 29 and 30, Radway and Redwater. Mr. Ingram reports that our public relations study is progressing well.

School grants seminar

The seminar on grants, which included personnel from the trustees' association, school superintendents, school secretaries, the administration division of the Faculty of Education, the Department of Education, and The Alberta Teachers' Association, was held in Banff, October 13-15. Your representatives were President R. F. Staples, Dr. Clarke, and Mr. Ingram. The present grant structure was described and discussed. Its strengths and weaknesses were considered and a foundation program was briefly sketched. Two fundamental principles underlay all the discussion. These

were equalization and local autonomy. Your delegates support these principles if they produce good quality education.

It is probably impossible to state that a two-day conference produced any agreement in the sense that all delegates would agree. The following propositions would come closest to representing such agreement if it existed—

✓ Equalization of basic educational services is desirable.

✓ Equalization of basic educational services requires equalization of educational effort. We accept the foundation program as a means of equalizing educational effort and basic educational service.

✓ We do not expect a financial equalization program to equate costs or expenditures on specific items of basic educational services.

✓ Implementation of financial equalization should not reduce the present rate of grants to any board.

✓ Financial equalization makes it possible for any board to offer educational services beyond the foundation but in no wise guarantees that this will occur.

✓ Study should be made and agreement reached on

—basic educational services,

—costs of these,

—index units,

—the amount local boards can bear and therefore the fair provincial share.

Some of the implications of school grants are discussed in "The Secretary Reports" in this issue.

Credit union

A good deal of Mr. Eyres' time has been taken up in organization work for the new savings and credit union. Two conferences have been held with C. W. Milner, the government inspector, about the bookkeeping system and banking procedures. Several inquiries about loans have been received.

The board of directors at its October 13 meeting voted to join the Credit Union League of Alberta, to insure all loans under the CUNA Mutual Insurance

Society, and to offer endowment loans in the amount of \$2000. Teachers are reminded that the registration fee to join the credit union is 25c and that the second requirement is the purchase of five shares at \$5 each.

Conferences and committees

All staff officers have been busy attending fall conventions. The list of ATA representatives, given in the September issue, had to be revised because of changing circumstances.

Mr. Ingram was invited to act as a consultant for the home and school workshop in Banff, October 20-23. He assisted in curriculum study.

The ethics committee, consisting of A. D. G. Yates, F. Loewen, Dr. Clarke, and Mr. Ingram, met on September 25 and examined an ethics study kit. It contains suggestions about how to study ethics, codes of ethics from most Canadian provinces, and samples of codes from national organizations and other professions. This was later approved by the Executive Council and will be available on request by locals or sublocals.

Field service

In the week of October 26 to 30, Mr. Ingram was in the Lethbridge area visiting locals and sublocals with T. F. Rieger, district representative, to assist in the broad field of curriculum study, that is, the improvement of instruction.

Dr. Clarke spent three days in the Taber area, September 29 to October 1, talking with individual teachers and, along with Tom Rieger, meeting with the executive of the Taber Local. On October 28, Dr. Clarke spoke to Division II of the Elementary Sublocal of the Calgary Local on professionalism in teaching.

Mr. Seymour represented the Association at the Bowness conciliation on October 7, at Leduc as bargaining agent on October 21, and at Lethbridge as bargaining agent, October 22.

On October 6, Mr. Eyres spoke to the physical education teachers of Edmonton on liability insurance. He attended a

THE MAILBAG

About that new look—

To the Editor:

There were smiles in thousands of classrooms last week. And they were teachers' smiles. They had just caught a glimpse of beauty in their own magazine. Congratulations! Your coloured cover 'new look' was beautiful. We, the teachers, appreciated it. Do continue.

—M. P.

To the Editor:

Congratulations on new cover! I've heard only favorable comment from local colleagues.

—H. J.

To the Editor:

Say, the last two covers are really catchy! Congratulations!

—W. J. N.

To the Editor:

We are pleased to inform you that reduced fares for teachers and students on account of the school vacation during the Christmas—New Year holidays have again been authorized by this Association.

Tickets may be purchased good to travel from Tuesday, December 1, 1959 to and including twelve o'clock noon on Friday, January 1, 1960, at the normal one-way fare and one-half for the round trip. Tickets will be valid for return, leaving destination not later than twelve midnight (Standard Time) Monday, January 25, 1960.

Yours truly,
C. J. CAMPBELL
Chairman
Canadian Passenger
Association
2160 Mountain Street
Montreal 25, Quebec

meeting of the board of directors of the credit union in Calgary on October 13, and on October 29 he spoke to County of Vulcan teachers at Carmangay on pensions.

Mr. McFetridge assisted the teachers and school board in the St. Paul area on September 23 and 24 to settle a dispute

over placement and transfers. On October 5, he presented a paper on merit pay to the Edmonton Education Undergraduate Society. Salary negotiations occupied him at Ryley on October 6 and at Blairmore, October 8. During October 12 to 16 he was in Vancouver and Cranbrook investigating the present status of the Cranbrook merit pay scheme. From October 19 to 21, he attended an industrial relations seminar held in Edmonton. On October 21, Mr. McFetridge discussed teachers' liability re school patrols at Wainwright. From October 30 to November 2, he attended a salary conference of the western provinces in Winnipeg.

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The Alberta Teachers' Association

Code of Ethics

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of The Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by The Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavorable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

Q & A

OUR READERS WRITE

◆ *If I get a note from a parent permitting a student to come with a class on a field trip, am I relieved from liability if an accident occurs?*

No, you are not.

◆ *Can I be fired if I refuse to teach according to the methods the principal insists that I use?*

We can say that, if your teaching methods are held to be satisfactory by the superintendent of schools and have been judged to be effective during previous inspections, you need not be bound by the school principal's directives, and you may refuse to be bound by an improper order without fear of dismissal.

◆ *What is the general practice in Alberta schools on compassionate leave?*

We can't answer this certainly. School boards have permissive authority in the matter of leave of absence, unless the board and teachers have spelled out the terms of such leave in their agreement. Some boards and some agreements provide compassionate leave of absence with pay up to five school days in the case of the death of wife, husband, child, parent, brother, or sister of a teacher.

◆ *Why don't you publish more pictures in The ATA Magazine?*

First, we have a limited budget and cuts are expensive. Second, we have not been able, until recently, to obtain photographs which are really worth publication.

◆ *I was promised decent housing when I accepted a teaching position in . . . So far, nothing suitable has been found and I have to stay at the hotel. I want to resign but the secretary says that I can't. Please tell me what I can do.*

Let us know who promised you what and whether the promise was verbal or in writing. If the situation is as serious as you suggest, the board will likely make a sincere effort to work out a reasonable solution. If nothing can be found and the board admits any moral obligation, you may be able to obtain a release.

◆ *Where can I get an up-to-date copy of The School Act?*

Send an order with your cheque or money order for \$1.35 to the Queen's Printer, Edmonton.

◆ *Will you please send me a listing of my teaching experience which I need for salary purposes.*

Sorry, we don't have such records at this office. We suggest you try the Registrar, Department of Education, Administration Building, Edmonton.

◆ *I have been refused an extension on my letter of authority. I don't think that this is fair.*

The Association is not inclined to press for extensions of letters of authority. We understand that they are granted for a year at a time and on the commitment of the teacher to undertake to complete requirements for a regular teaching certificate. Presumably, you have not met the conditions you agreed to meet when you were issued with your last letter of authority.

School Grants

It may be thought that school grants are of interest only to school boards, administrators, and department of education officials. While this may be so, the effect of school grants should be of considerable concern to every teacher. Flat grants of so much per pupil encourage school boards to economize by having larger classes and poorly qualified teachers. Grants based on percentage of cost—for example, the present grant of 46 percent of actual cost of teachers' salaries—do not have this effect.

During Thanksgiving Week, President R. F. Staples, Mr. Ingram, and Dr. Clarke attended a seminar on grants which was held in Banff. School trustees, school secretaries, superintendents, and professors of administration were present. The existing grant structure was examined and proposals for modification were made and discussed.

At present, operating grants and grants for new school buildings are entirely separate. In 1945, operating grants amounted to \$3,000,000 or 21 percent of operating costs, but by 1959 had risen to \$40,000,000 or 45 percent of operating costs. The basic operating grant is 57 percent of five different items of expenditure, namely, 2½ percent of total expenditure for administration, 80 percent of actual teachers' salaries for instruction, 3½ percent of total expenditure for instructional materials, \$900 per room for plant operation and maintenance, and the full cost of transportation. In addition, there are two equalization grants, one based on number of pupils and one based on the number of classrooms. Since 1954, the amount of money expended in equalization has remained practically stationary at some \$7,000,000, while the total grant has gone up considerably.

Criticism of the present grant structure centres around the complaint that percentage grants tend to help the wealthier districts, which can already afford to spend money on education, more than they help the poorer districts which are having a struggle to offer even basic services. A second criticism is that some of the aspects of transportation and capital grants may promote extravagance on the part of school boards. It must be pointed out that it

is admitted by the critics that Alberta's grant structure has worked remarkably well and has promoted the interests of education in the province.

One proposed change in distributing the grant monies was discussed at length. This is called the foundation program. Educationally, the foundation program consists of the minimum basic educational services required in our province. Financially, the program is the cost of these basic educational services. The equalization of educational opportunity is provided by a grant consisting, for any district, of the difference between the cost of the foundation program and the sum realized by a uniform mill rate of, say, 15 mills. It is clear that in rich districts, 15 mills or assessment would raise a considerable sum of money, so that the gap between this sum and the cost of the foundation program for the district would be small and, therefore, the grant would be small. In poorer districts, the opposite would prevail.

The measure to be used for the financial cost of the foundation program is of vital concern to teachers. As indicated already, flat rate measures, such as so much per pupil or so much per classroom, tend to encourage certain unsound educational practices. Since teachers' salaries constitute the largest single item of expenditure for any school board, they offer perhaps the best single index for determining the financial cost of the foundation program. If experience and qualifications could be recognized, perhaps teachers' salaries would be the soundest index of basic educational services.

It should be clear by now that school grants might well affect very directly every teacher in our province.

Stanley Clarke

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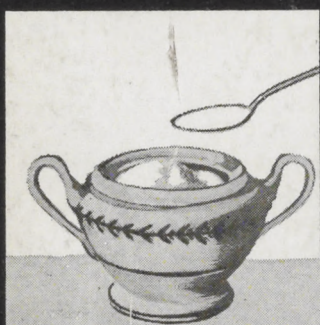
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